

DEVELOPING EDUCATIONAL SPECIFICATIONS

Educational needs should determine the plan and design of the schools. Therefore, the Superintendent shall develop comprehensive educational specifications for any projected facilities-- whether built or altered, owned or leased, temporary or permanent--for consideration by the board.

In developing the specifications, the Superintendent shall draw on recommendations of citizens, professionals and support staff, pupils, and other appropriate sources. The factors on which the specifications are based shall include but not be limited to:

- A. The plan of school organization and estimated size and type of enrollment in the proposed facility;
- B. Provisions for those with disabilities;
- C. Space requirements for all functions, including an indication of relative locations of various spaces;
- D. Desired layout of special areas and the equipment needed for such areas;
- E. Mechanical features and special finishes desired;
- F. Standard codes and regulations (school district, community, county, and state) affecting planning;
- G. Other requirements under existing law and regulation;
- H. Pertinent budget and related factors.

The board needs the specifications to:

- A. Clarify and consolidate the thinking of the administration, the board, and the community on the needs, desires, and objectives of the educational program to be conducted within the proposed new facility;
- B. Organize this important information in a manner that can be easily and clearly interpreted by the architect.

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DEVELOPING EDUCATIONAL SPECIFICATIONS (continued)

Legal References: Use legal reference sheet.

Cross References: List your appropriate policies. See legal reference sheet for possibilities.

Key Words

Educational Specifications, Planning

Legal References

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Monitored:

Indicators 7.7, 7.8

Other Reasons:

The community should be able to see clearly the relationship between district educational goals and expenditures of large sums for facilities.

The Americans with Disabilities Act (ADA) imposes obligations on boards of education both as employers and providers of education. Many of these obligations duplicate or expand existing obligations under Section 504 and other federal law.

Recommendation:

A policy directing the Superintendent to provide educational specifications for any projected building, alteration, or leasing of permanent or temporary school facilities.

<u>Legal References:</u>	<p><u>N.J.S.A.</u> 18A:7G-1 through -44 <u>et al.</u></p> <p><u>N.J.S.A.</u> 18A:18A-16</p> <p><u>N.J.S.A.</u> 18A:18A-16.1</p> <p><u>N.J.S.A.</u> 18A:18A-17</p> <p><u>N.J.S.A.</u> 18A:33-1</p> <p><u>N.J.S.A.</u> 18A:46-13</p> <p><u>N.J.S.A.</u> 18A:46-14</p> <p><u>N.J.S.A.</u> 18A:46-15</p> <p><u>N.J.A.C.</u> 5:23-7.1 <u>et seq.</u></p>	<p>Educational Facilities Construction and Financing Act</p> <p>Preparation and approval of plans and specifications for public schoolhouses</p> <p>Regulations; construction standards for school buildings</p> <p>Facilities for handicapped persons</p> <p>District to furnish suitable facilities; adoption of courses of study</p> <p>Types of facilities and programs</p> <p>Enumeration of facilities and programs</p> <p>Facilities and programs; approval by commissioner; special classes for handicapped children; review; improvement</p> <p>Barrier Free Subcode</p>
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Legal References (continued)

N.J.A.C. 6A:26-1.1 et seq. Educational Facilities

See particularly:

N.J.A.C. 6A:26-5.1 et seq.,
-6.1 et seq.

29 U.S.C.A. 794 et seq. - Section 504 of the Rehabilitation Act of 1973

42 U.S.C.A. 12101 et seq. - Americans with Disabilities Act (ADA)

Manual for the Evaluation of Local School Districts

Possible

Cross References: *2240 Research, evaluation and planning
*7110 Long-range facilities planning

*Indicates policy is included in the Critical Policy Reference Manual.